DOCUMENT RESUME

ED 391 822 TM 024 355

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TITLE The Effects of Outward Bound on a Group of Middle School Students.
PUB DATE Jul 95
NOTE 62p.; M.A. Thesis, Lenoir-Rhyne College.
PUB TYPE Dissertations/Theses - Masters Theses (042) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Adventure Education; Educational Experience; Environmental Education; *Experiential Learning; Grade 8; Grade 9; Group Membership; Guidance; *High School Students; Junior High School Students; Middle Schools; Outdoor Activities; Secondary Education; *Self Esteem; Stress Management; Student Attitudes; Wilderness
IDENTIFIERS *Middle School Students; North Carolina; *Outward Bound

ABSTRACT

The guidance and counseling department of a western North Carolina middle school wanted to identify more precisely what it was that a week's participation in Outward Bound provided for their students. Outward Bound is an adventure-based, or wilderness-based, educational experience that promotes self-esteem through achievement in a challenging environment. Questionnaires and open-ended interview questions were prepared and administered to 135 eighth-grade students who participated in Outward Bound and 85 ninth graders who had participated the year before. Responses indicated that the overwhelming majority of participants did indeed enjoy a positive experience. The study reinforced the belief of the guidance and counseling department that their students had a positive experience as Outward Bound participants. Approximately 98% of the ninth graders felt that Outward Bound had helped them become more positive and contributing participants in group activities, and 88.2% thought that they were now more capable of accomplishing more challenging tasks. Responses of the eighth graders, who had more recently completed the program, were similar. Three questionnaires are provided. (Contains 20 tables and 20 references.) (Author/SLD)

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ED 391 822

The Effects of Outward Bound on a Group of Middle School Students

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1986

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A Thesis presented to the Graduate Faculty
of Lenoir-Rhyne College
in Candidacy for the Degree of
Master of Arts

Department of Education
Lenoir-Rhyne College
July, 1995

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Abstract

The guidance and counseling department of a western North Carolina middle school wanted to identify more precisely what it was that a week's participation in Outward Bound provided for their students. Questionnaires and open-ended interview questions were formulated, administered, and data collected. A separate questionnaire was formulated for that group of students who had participated in Outward Bound the previous year.

Results showed that the overwhelming majority of participants did indeed enjoy a positive experience. This study reinforced the guidance and counseling staff's belief that their students had a positive experience as participants in Outward Bound.

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Introduction

"Outward Bound - The adventure that lasts a lifetime." This is how Mr Pete Luellen, Director of The North Carolina Outward Bound School, describes the experience one should obtain as a participant in Outward Bound. What exactly does this mean?

It is the intention of this author to investigate exactly what it is that Outward Bound is supposed to mean to it's participants. A necessary historical description of the origins and evolution of Outward Bound will be provided in an attempt to understand the value of this very popular activity program to society today. What are some broad philosophical objectives of this type of non-traditional educational program? After providing a description of what Outward Bound is, how it evolved, what exactly is involved in it, and what it is participants are supposed to experience from taking part in such a program, we will specifically examine the experiences of a group of one hundred thirty-five eighth-grade students from a middle school in western North Carolina who participated in this program for one week in May of 1993. This is in response to a request from the guidance and counseling department of that same middle school, whose recommendation it was for these students to participate in the Outward Bound program. Before embarking on this project, a general consensus of opinion already existed within the guidance and counseling department, and the overall school administration, that participation in the Outward Bound program would definitely provide these students with a positive experience, but just what exactly it was that the students were supposed to obtain was unclear. This paper is in response to that question.

Information was gathered from a group of one hundred thirty-five eighth grade students using questionnaires formulated by this author. These

questionnaires were designed to delve a little deeper into each student's experience, asking questions about the feelings and emotions they experienced during the Outward Bound program, what they felt they learned about themselves and others, and what it was they liked and disliked about their participation in this course. Statistical information collected from participants will be presented primarily in tabular form, although we will also provide a detailed content analysis of responses gathered from open-ended questions.

In addition, eighty-five students, who had attended the same middle school and participated in the same program the year before, were asked to complete a questionnaire which was designed to gain some insight into their opinions of what it was Outward Bound had provided them. These responses will also be presented in tabular form.

Therefore, as previously stated, it is the intention of this study to illustrate the impact that one week's participation in the The North Carolina Outward Bound School had on a group of eighth grade students from a middle school in western North Carolina.

Review of Literature

Although "Outward Bound" type activities have been in existence for many years, they have often been described using a variety of terminology. Leroy, (1993), an Outward Bound instructor himself, described his involvement in "adventure education," while Watters, (1984), provided a historical perspective on the origins of what he termed "outdoor and wilderness recreation." Bertolami, (1981), described a "wilderness program" of education that is also labeled as Outward Bound. Bacon, (1987), examined the evolution of Outward Bound, describing an early version which was termed "The Mountains Speak for Themselves." Watters, (1984), contended that "adventurism" may have evolved as long ago as the time of settlement of the "Wild West." He believed that outdoor activities that we now involve ourselves in under the umbrella of Outward Bound, were in fact once necessary challenges that the environment posed to settlers crossing America many years ago. He felt that from this "need," evolved a "desire," to be challenged by the ruggedness of our surroundings. "Current day thought on outdoor recreation has it's roots in western expansionism and settling of the frontier. The American frontier presented a formidable challenge to the early settlers who attempted to clear lands and forge a living. The imposing hardships of untamed country, climate, and illness took a heavy toll. Those who weren't strong individuals either hardened to the demands or perished. It was this breed of "rugged individuals" and their sense of pride as the land was cultivated and towns and cities grew out of the wilderness, which provided the growing nation with a source of national character and strength." (Watters, 1984).

The modern-day concept of Outward Bound is generally attributed to a man named Kurt Hahn, whose vision of the value of Outward Bound as a

humanistic educational tool evolved in the first half of this century. Widely recognized as "the philosophical father of the Outward Bound movement, Kurt Hahn's influence on the evolution of Outward Bound is of major significance." (Thomas, 1990). Born in Germany in 1886, Hahn was a schoolmaster with what were then fairly radical views on how to educate the youth of his day. He believed that the traditional school setting did not adequately educate the whole person. "Hahn perceived clearly that schools as we know them are not equal to the urgent problems of social life in this century. Even the best schools probably damage as much as develop the volatile inner lives of young people." (Thomas, 1990). Horwood, (1993), agreed with this notion when he reported that he believed that in order for education to make a lasting difference, it must take the form of a very humanistic and total experience. In agreeing with Hahn's philosophies, he suggested that there exist six factors necessary for "wholeness" in education to occur. These are an "active student experience with the subject phenomenon, student experience of the complete process, student perception that the experience is authentic and relevant to the real world, student responsibility and exposure to the natural consequences of decisions and actions, challenge, pain, or fear that causes students to draw on all resources, and a sense of community." Horwood believed that the "regular" educational classroom did not always address these important concepts, whereas the Outward Bound process provided a setting in which it is possible that the above mentioned educational considerations are experienced. This sentiment was echoed by Walsh and Golins, (1976), when they said: "It is rewarding to master Outward Bound because it presents the kinds of problems the human being is designed to solve." A central focus of the Outward Bound process can be illustrated by the question posed by Miner, (1981), when he asked: "How can we empower the youth to be able to say, "I never thought I could do that" or "I

learned... I could trust and cooperate with other people in ways that I had never experienced before"?

In the early 1930's, leading up to the Second World War, Kurt Hahn was already advocating and actually implementing his ideas at the school in Germany where he was teaching. At the same time, he was an outspoken opponent of Hitler and the Third Reich. Due to his opposition to Adolf Hitler's political agenda, Hahn was exiled to Britain in 1933, where he continued to develop his philosophy and plan for educating the whole person. Eventually, he developed and organized activity courses such as "The Moray Badge Scheme" which in turn led to a larger "County Badge." Both of these courses relied on nature as their classroom for enhancing the individual according to Hahn's criteria for self-growth. (Thomas, 1990). In 1941, in response to the great losses at sea that the British navy was experiencing in the Second World War, Hahn developed the first "Outward Bound" type course which was designed primarily to prepare young seamen for the difficulties and hardship of life at sea during a war. These beginnings can be traced as the foundation of what we today consider Outward Bound. "Since Kurt Hahn founded it fifty years ago in Europe, Outward Bound has become synonymous with the development of individual potential and teamwork through adventure-based education." (Buchanan, 1992).

Outward Bound philosophies are today employed in many walks of life. Educators working at an inner city middle school in Boston, Massachusetts, used components of Outward Bound when dealing with disadvantaged children because they believed that.. "the activities enhance student's skills in working together, building trust, exercising compassion, and practicing leadership." (Buchanan, 1992). The author of this article goes on to state his beliefs regarding the need for more than just the three traditional "R's" in this type of school setting. "We educators often focus on the so-called "hard" skills of math and reading,

while students such as Lonnie, a disadvantaged, middle-school student from Boston, are contending with the far harder issues of daily life in the city: sex, drugs, AIDS, violence, and abandonment. We expect young people to make some of life's most treacherous decisions, but rarely allow them to gain experience in how to use good judgment.... the program guides them to chart and sail the course, to see that they have something to offer to others. The relevance of that lesson is undeniable - whether students are walking the high-wire in the woods or the tightrope of life." This example of the utilization of Outward Bound components to create learning situations is at the heart of Kurt Hahn's vision for education. Gomolak, (1973), reported similar usage of Outward Bound philosophies in the educating of children from less privileged neighborhoods. This time in New Jersey... "By using nature and an increasingly difficult series of challenges to confront the individual with unknown stress situations, we seek to heighten each person's sense of self-confidence, compassion for others, responsibility and service to others, and respect and dignity for mankind." When Kurt Hahn first envisioned the concept of Outward Bound, and it's value as an educational tool to be used outside the traditional classroom setting, he probably had little idea that it might one day be of such value to educators in a society as troubled as exists in many cases today. To further illustrate the scope of Outward Bound philosophy, we can examine how, in 1992, a five-day model Outward Bound program was developed and implemented for Vietnam veterans who were learning to handle post-traumatic stress disorder. On the value of Outward Bound in this setting... "Outward Bound programs can spark enthusiasm, inspire vision and bring to the level of consciousness the deep and underlying questions of life and meaning. The difference is that no one gets wounded, no one gets killed, and no one degrades them when they return." (Attarian, Aram, and Gault, 1992). Hahn's philosophy basically contended that there was more to education than the

"traditional" classroom teaching of young people. Kurt Hahn's philosophies regarding the education of the whole person are being fulfilled in a wide variety of ways, in many Outward Bound centers around, not only this country, but much of the world. Outward Bound in the 1990's is an internationally recognized concept. From Australia to Britain to the United States, young people all over the world are experiencing the rigors, demands, and rewards of Outward Bound. Outward Bound, (1968), reported the following schools' existence in the United States. "Northwest OUTWARD BOUND School, Minnesota OUTWARD BOUND School, North Carolina OUTWARD BOUND School, Hurricane Island OUTWARD BOUND School, and the Colorado OUTWARD BOUND School."

In attempting to describe the intentions behind Hahn's teachings, Thomas, (1990), said that... "Through Outward Bound, Hahn hoped to foster a deeper intensity of commitment in the rite of passage from youth to adult life. He was intent on creating more dramatic challenges and victories for the young than were available in conventional forms of schooling." This sentiment was shared by Meyer, (1973), when he said that... "the Outward Bound experience seeks to instill self-reliance, physical fitness, and compassion as fundamental values recognizing that there are few opportunities to formulate such values in an increasingly technological and urbanized society." Outward Bound, (1968), when questioning the effects of traditional education said... "Educational reform, by and large, has focused on conveying facts, imparting information, process, technology, methodology. Much less thought has been given to growth, development, maturity; to helping young people become more capable, happy, responsible, functioning adults." It is this void that Outward Bound is theoretically supposed to fill. Hahn's beliefs further allowed that... "it is possible, even in a relatively short time, to introduce greater balance and compassion into human lives by impelling people into experiences which show them they can rise above

adversity and overcome their own defeatism." (Thomas, 1990). This same philosophy was echoed by Rhudy, (1979), when he described what he saw as it's mission. "Outward Bound reduces the fundamental problem of individual and group survival to lowest terms. It creates a test tube situation by removing the individual from the normal protections of society and placing him/her in a small group in the wilderness where survival is dependent on the ability to function mentally and physically and on the ability of the whole group to work together effectively."

Outward Bound, (1968), described what it was that participants in this course were supposed to experience. "Outward Bound yields joy after hardship, builds leadership through experience, brings high adventure from hard work, teaches skills through which to gain confidence and, always, provides the challenging opportunities for you to find out just who you are - if you want to know." This article went on to say... " Traveling hundreds of miles in mountains or on lakes and oceans means aching muscles, cold, rain, mosquitos, burned oatmeal and sleepless nights, but it also means strong backs, shared jokes, beautiful sunrises, outrageous singing and the delight of returning to basecamp knowing that you have done something that didn't come easy." Mr. Pete Luellen, Director of The North Carolina Outward Bound School, provided a brief description of what his program sought to provide to participants... "We are a wilderness based, experiential educational program which has as it's goals the development of self-esteem, teamwork, and appreciation for the natural environment. With the Southern Appalachian mountains as our classroom, we place students in challenging and physically rigorous but safe situations where they must make decisions, overcome obstacles, and develop new patterns for dealing with themselves, others, and the natural world around them. We use challenges such as hiking, rock climbing, a high ropes course, and group initiatives

(action oriented problem solving activities) to foster personal growth and group development." (North Carolina Outward Bound School, 1992). Outward Bound, (1968), rather colorfully describes just what it is that a participant in an Outward Bound program might gain from such an experience... "It is accomplishment with aching muscles and tired feet; a night spent in a downpour; a close look at yourself when you may not want to look; a climb to the top of a ridge, just so that you can come down again; a long, long run when you may not feel like it - a stab of joy when you make it." This description provides examples of physical and spiritual experiences that one might have an opportunity to be a part of during an Outward Bound program. It is through these experiences that it is hoped that you will perhaps learn more about yourself, and the people you are with. Outward Bound, (1968), goes on to provide another descriptive example of how varied the experiences one might obtain from participation in Outward Bound can be. "It is the exhilaration of nosing your canoe into a shimmering, unnamed lake in barely-charted woods, after carrying it across the longest portage you have ever seen; the stark, physical wonder of a near-vertical snowbank and knowing that you are going to have to cross it; the accomplishment of beaching your pulling boat and stepping ashore, after spending four days with your crew on the open and sometimes hostile sea; the sheer joy of just sitting on top of the first mountain you have ever climbed, after the spirit-shattering effort it took to get there; the peace at the end of the day, after a personal battle with the dense wilderness around you." Just what is it that these type of activities provide that excites us so much? There must be something inherent in these "wilderness," or "adventure," type activities that enables us to experience those characteristics that exist in relation to the education of the whole person. Leroy, (1993), believes that it is the sense of "adventure" that attracts us to Outward Bound. He sees as being most important the lesson that is being learned, as opposed to the actual task at hand.

"... when we try to understand "adventure," the physical magnitude of the peak, pole, lake, or trail is no more important than the emotional response the task elicits." He identified four characteristics that are all prevalent in the concept of "adventure." He describes one of these, "difficulty," in terms of... "Men and women who have sailed, climbed, and skied have always understood the challenge and difficulty of their enterprise as an aspect of the adventure they sought." Many Outward Bound activities involve, to some degree, danger, and Leroy goes on to describe this as... "...even though the danger is really quite slight, the feeling of being subjected to danger is overwhelming, and it is the feeling that is important. It means everything because the feeling of danger that the experience elicits is, in a sense, a spiritual preparation for self-growth." Commitment is another aspect of adventure that is experienced. "Commitment is another characteristic all adventure holds in common. The demand that an extended course of risk and difficulty makes on a participant requires a mental commitment to persist..." Being able to make decisions under pressure is another characteristic that can be "practiced" in an Outward Bound setting. "Presence of mind under fire or under stress is not a trait we necessarily cultivate in our everyday lives... it may not even be a trait to which many of us aspire. However, subjection to stress, "understandable stress," can be a highly educative experience..." Leroy further qualifies his belief in the value of adventure as an avenue through which to experience all of the ideals that Outward Bound and it's many likenesses offer, by stating... "There are some characteristics that adventurous experiences infuse that are, in my opinion, essential to our species' survival. Several, if not all, are held in common with those possible values we all hope to instill; perseverance, strength in individuality, compassion in the multiplicity of group experience, the ability to use one's mind, and to think..." It is how we respond to these emotions and challenges that determines what exactly it is that

we each as individuals take away from participation in an Outward Bound experience. Gillet, et al. (1991), fairly concisely described the purpose of Outward Bound when they suggested that... "The purpose of Outward Bound and similar programs is to bring students into close confrontation with themselves and their physical, social, and natural environments." Many of the experiences most recently described will certainly provide an opportunity to do this.

Although Vokey, (1987), does believe in Outward Bound's usefulness as an educational tool, he is critical of the program's ability to present it's objectives, methods, and language in a clear and precise manner. He cites "vagueness" in how it is presented to mainstream education, sometimes causing an indifference, or even a lack of credibility, toward it's claims as a valid educational tool. He suggests that, in order to establish scientific credibility, it should be more specific with regard to it's own conception, design, instruction, staffing, administration, and evaluation process.

"At the North Carolina Outward Bound School you will learn through participation in a unique wilderness adventure. Our school provides hands-on educational experience that will immerse you in the process of change and growth. By using the challenges found in the wilderness we help individuals reach for their innermost resources to set lifetime goals. Our adventures teach you valuable lessons about trust, tenacity and teamwork. We challenge you to do your best and to accomplish more than you ever thought possible. Lessons learned at North Carolina Outward Bound are only the beginning. You'll put your Outward Bound education into action in every aspect of your life. We offer an adventure that truly lasts a lifetime." The North Carolina Outward Bound School, (1992). These are the claims outlined by The North Carolina Outward Bound School in it's promotional brochure, and these are the expectations that the guidance department, administration, and middle school students themselves

were provided with.

The following is a description of the actual activities that the middle school students in question were exposed to, as detailed by The North Carolina Outward Bound School. (1992). " Backpacking Expedition: Our instructors will teach hiking and camping skills, and navigation. The expedition is an excellent activity for developing teamwork, group cohesion, and interpersonal skills, as well as an opportunity to learn about and develop appreciation for the natural environment. Rock Climbing: Participants will learn the skills necessary for safe "top rope" climbing. Rock climbing will provide an opportunity for individual and team (climber and belayer) challenge. This activity emphasizes dealing with fear, trust, problem solving, and risk taking. High Ropes Course: Similar to rock climbing, this activity will provide participants with individual challenges of solving problems while under the stress of being 40-50 feet off the ground (participants will be clipped into a safety cable). This activity provides an exceptional opportunity for addressing how participants deal with fear, take risks, and support others. Solo: Solo usually takes place toward the end of the course and will be several hours to half a day in length. Solo emphasizes self-reliance and provides participants with the opportunity to reflect on their experience. Group Initiatives: These short, action oriented, group problem solving activities are used by our instructors to help participants identify and work on individual and group strengths and weaknesses, and learn to work together as a team. Instructors may use these activities at any time to bring about a particular learning related to group interaction. Challenge Run: Usually the last activity of a course, a challenge run of 7 to 13 miles on mountain roads and trails is presented as an opportunity for participants to draw upon new found inner strength and resources. This often serves to highlight their personal development that has occurred in the course. Group Discussions: Our instructors facilitate group discussions to help participants

"process" the events of their course. Insightful and provocative questions will stimulate participants and help them to integrate learnings into their everyday lives." The preceding is a fairly detailed description of a five day Outward Bound program offered at The North Carolina Outward Bound School, in Morganton, North Carolina. It was this program that the group of one hundred thirty-five eighth grade students participated in during May of 1993.

Bertolami, (1981), used information gathered from self-written evaluations and journal entries from a group of young people who participated in Outward Bound in an attempt to determine to what extent taking part in a high risk wilderness program leads to self-discovery, self-worth, and self-reliance. She reported that there was indeed a change in self-esteem and self-reliance. "Changes in self-esteem and personal control were attributed to successful accomplishment of difficult activities, supportive group environment and intense personal interactions, wilderness environment, and increased self-awareness which included recognition of both strengths and weaknesses leading to a more realistic self-image." She went further by detailing that women taking part in this course "decreased their belief that events were controlled by others and chance," and men "increased in internal locus of control orientations." Bertolami therefore concluded that the Outward Bound experience was a successful way to improve the personal development of young people. Gillet, et al., (1991), concurred with this study when they reported from their study of the effects of wilderness camping and hiking on the self-concept and the environmental attitudes and knowledge of twelfth graders that... "The data indicated that changes in self-concept and environmental knowledge can occur from short term wilderness experiences." They went on to state that... "there appears to be enough evidence in the present study and collectively in the literature to indicate that changes in self-concept can occur as a result of participation in a short-term

or long-term wilderness experience." Mr. Pete Luellen of The North Carolina Outward Bound School claims that taking part in the Outward Bound program will have a lasting effect on participants. This school's promotional brochure is actually titled "The adventure that lasts a lifetime." (North Carolina Outward Bound School, 1992). However, this claim did not go undisputed. Bacon, (1987), was not so sure about long lasting effects of Outward Bound when he contended that "critical observers of Outward Bound suggest that the case for the long term positive effects of Outward Bound is still unproven." He does not dispute the claim that there is indeed something special that participants experience, but he does question how much is actually known about it's effect over a longer term. "Perhaps the most compelling aspect of Outward bound is the life-affirming peak experience which occurs so predictably and regularly on courses.... While this positive experience has been documented so regularly that it's existence is beyond question, it's long term effects are still relatively unknown." In 1977, Ewert, using the "Tennessee Self-Concept Scale" in an attempt to explore the relationship between adventure activities and self-concept, reported that he "did not find any significant relationship between self-concept and participation in adventure activities such as repelling, rock climbing, and survival training."

There seems to be little question that participants in the Outward Bound process experience some special sort of stimulation. New experiences occur in unfamiliar surroundings, and magical memories are often created, but is there more to Outward Bound than this? Are there any lasting effects from this type of educational experience? It would appear that the jury may still out with regard to answering this question, but it is the intention of this study to examine the effect that a five day Outward Bound program at The North Carolina Outward Bound School had on a group of one hundred thirty-five eighth grade students from a middle school in western North Carolina.

Results

As part of the effort to gather information from student participants in the Outward Bound program, the guidance department of the middle school from which the student subjects came formulated a brief questionnaire containing five questions. (questionnaire # 1). This questionnaire was administered to eighty-five students who had participated in the Outward Bound program the previous year (May, 1992). These students had since moved on to ninth grade in their local high school, but it was felt that important insight regarding "experiences" might be obtained from this group of students. At the time this questionnaire was administered, approximately six months had elapsed since this group had participated in Outward Bound. The following is a description of the information obtained from this questionnaire.

The first question asked was: "Do you think that your Outward Bound course helped you become a more positive, contributing member of a group?" Not one of the eighty-five (85) students selected "never" as their answer to this question (See Table 1). Seventeen (17) students, or 20%, chose "sometimes" as their response, and thirty-seven (37) students, or 43.5%, responded "frequently." Twenty-nine (29) students, or 34.1%, said "always." Two (2) questionnaires, or 2.4%, were returned "blank" with no response to this question.

The second question asked was: "Do you think you are capable of accomplishing more challenging tasks since your Outward Bound course?" One (1) student, or 1.1%, responded "no" to this question (See Table 2). Six (6) students, or 7%, reported that they "cannot tell a difference." An overwhelming majority of the students surveyed, seventy-five (75), or 88.2%, responded "for sure" to this question. Three (3) questionnaires, or 3.5%, were returned "blank" with no response to this question.

The third question asked was: "Did your experience with Outward Bound prepare you for the ninth grade in high school?" Seven (7) students, or 8.2%, responded "not at all." (See Table 3). Sixty-two (62) students, or the equivalent of 72.9% of those surveyed, answered "somewhat." A total of eleven (11) students, or 12.9%, chose "yes" as their response to this question. Five (5) questionnaires, or 5.8%, were returned "blank" with this no response to this question.

The fourth question asked was: "Do you think you have more confidence in yourself since your Outward Bound course?" Only one (1) student, or 1.1% of the total population surveyed, answered "no." (See Table 4). Answering "some," were seventeen (17) students, which is 20%, and twenty-two (22) students, or 25.8%, responded "quite a lot more" to this question. Forty-four (44) students, or 51.7%, provided "definitely yes" as their answer to this question. One (1) questionnaire, or 1.1%, was returned "blank" with no response to this question.

The fifth question asked was: "Do you recommend that an Outward Bound course be offered to all eighth graders?" Four (4) students, or 4.7%, responded "no," and seventy-seven (77), or 90.5%, responded "yes." (See Table 5). Four (4) questionnaires, or 4.7%, were returned "blank" with no response to this question.

In addition to the previous questionnaire, which was given to students who had participated in Outward Bound one year earlier in May of 1992, the author of this paper also formulated a questionnaire. (questionnaire # 2). This information seeking tool was given to that group of one hundred thirty-five eighth graders who had most recently attended the Outward Bound course in May of 1993. This questionnaire, which contained ten questions, was administered by the guidance department of the middle school approximately two weeks after the students' return from "The North Carolina Outward Bound School." Students were asked to select a word or phrase from those listed below that best described their feelings in response to ten different statements. For all ten statements, students were given the following options for answers: "Strongly agree," "Agree," "Undecided," "Disagree," and "Strongly disagree."

The first statement was: "Taking part in the Outward Bound program helped me have more confidence in myself." Thirty-eight (38) students, or 28%, "strongly agreed" with this statement (See Table 6). Seventy (70) of the students surveyed , or 52%, "agreed" with this statement. Twelve (12) students, or 9%, were "undecided" about this statement. Ten (10) students, or 7%, "disagreed" with this statement, and two (2) students, or 1%, "strongly disagreed" with the statement. Three (3) questionnaires, or 2%, were returned "blank" with no response to this statement.

The second statement was: "The activities that I took part in helped improve my ability to work with others." One hundred nine (109) students, or 80%, responded that they either "strongly agreed" or "agreed" with this statement. (See Table 7). Twelve (12) students, or 9%, were "undecided" over this statement. Seven (7) students, or 5%, "disagreed" with this statement, and four (4) students, or 3%, "strongly disagreed." Three (3) questionnaires, or 2%, were returned "blank" with no response to this statement.

The third statement was: "When decisions had to be made, my opinions were important to the other members of my group." Twenty-two (22) students, or 16%, responded that they "strongly agreed" with this statement, and sixty-nine (69) students, or 51%, "agreed." (See Table 8). Twenty-eight (28) students, or 20%, were "undecided" about this statement. Eight (8) students, or 6%, "disagreed" with this statement, and four (4) students, or 3%, "strongly disagreed." Four (4) questionnaires, or 3%, were returned "blank" with no response to this statement.

The fourth statement was: "The Outward Bound program helps young people become more aware of how others see them." (See Table 9). Twenty-four (24) students, or 18%, "strongly agreed" with this statement, and seventy-nine (79) students, or 59%, "agreed." Seventeen (17) students, or 13%, were "undecided" about this statement. Twelve (12) students, or 9%, either "disagreed" or "strongly disagreed" with this statement. Three (3) questionnaires, or 2%, were returned "blank" with no response to this statement.

The fifth statement was: "Having to do some of the activities made me feel nervous or uncomfortable." Twenty-eight (28) students, or 21%, "strongly agreed" with this statement, and fifty (50) students, or 37%, "agreed." (See Table 10). Twenty-three (23) students, or 17%, were "undecided" about this statement. Twenty-four (24) students, or 18%, "disagreed" with this statement, and seven (7) students, or 5%, "strongly disagreed." Three (3) questionnaires, or 2%, were returned "blank" with no response to this statement.

The sixth statement was: "I felt a sense of achievement for having completed the Outward Bound program." One hundred eight (108) students, or 80%, either "strongly agreed" or "agreed" with this statement. (See Table 11). Sixteen (16) students, or 12%, were "undecided" about this statement. Two (2) students, or 1%, "disagreed" with this statement, and four (4) students, or 3%, "strongly disagreed." Five (5) questionnaires, or 4%, were returned "blank" with

no response to this statement.

The seventh statement was: "I feel that taking part in the Outward Bound program was of no use to me at all." Eleven (11) students, or 8%, "strongly agreed" with this statement, and sixteen (16) students, or 12%, "agreed." (See Table 12). Thirteen (13) students, or 10%, were "undecided" about this statement. Thirty-four (34) students, or 25%, "disagreed" with this statement, and fifty-seven (57) students, or 42%, "strongly disagreed." Four (4) questionnaires, or 3%, were returned "blank" with no response to this statement.

The eighth statement was: "Every eighth grader should be offered the chance to take part in the Outward Bound program." Sixty-six (66) students, or 49%, "strongly agreed" with this statement, and forty-seven (47) students, or 35%, "agreed." (See Table 13). Only nine (9) students, or 7%, were "undecided" about this statement. Ten (10) students, or 8%, "disagreed" or "strongly disagreed" with this statement. Three (3) questionnaires, or 2%, were returned "blank" with no response to this statement.

The ninth statement was: "Things that I learned during the Outward Bound program will help me in my everyday life." Twenty-seven (27) students, or 20 %, "strongly agreed" with this statement, and seventy-four (74) students, or 55%, "agreed." (See Table 14). Eighteen (18) students, or 13%, were "undecided" about this statement. Nine (9) students, or 7%, "disagreed" with this statement, and four (4) students, or 3%, "strongly disagreed." Three (3) questionnaires, or 2%, were returned "blank" with no response to this statement.

The tenth statement was: "I am capable of accomplishing challenging tasks since completing the Outward Bound program." Thirty-four (34) students, or 25%, "strongly agreed" with this statement, and seventy-one (71) students, or 53%, "agreed." (See Table 15). Sixteen (16) students, or 12%, were "undecided" about this statement. Seven (7) students, or 5%, "disagreed" with this statement, and

two (2) students, or 1%, "strongly disagreed." Five (5) questionnaires, or 4%, were returned "blank" with no response to this statement.

In addition to the two previous questionnaires, this author also produced five open-ended questions for students to answer. (questionnaire # 3). These questions were an attempt to provide an opportunity for those who participated in Outward Bound to express in more detail their feelings, emotions, and experiences. The five questions asked were:

1 Why did you decide to take part in the Outward Bound program?
2 Describe what you liked about the Outward Bound activities.
3 Describe what you disliked about the Outward Bound activities you took part in.
4 In your opinion, what is the purpose of the Outward Bound program?
5 Are you glad that you went on the Outward Bound program? Why?

Information was gathered from the answers provided and statistically tabulated using a content analysis technique. The following is a detailed description of the information obtained.

The first question asked was: "Why did you decide to take part in the Outward Bound program?" The most frequent answer to this question was that they "thought it would be fun," with forty-four (44) students, and 28% of the responses received, listing this as a reason for participation in Outward Bound. (See Table 16). One answer given was: "I thought that it would be a nice challenge for me." Another was: "I thought it would be a fun and neat experience." Seventeen (17) students listed "thinking that it would be a good experience," "a love of the outdoors," and a means "to get away from school or home" as reasons for choosing to take part. Each of these three responses

constituted 11% of the answers received. "Curiosity" was listed twelve (12) times, wanting to "challenge themselves" was listed eleven (11) times, and wanting "to improve their self-confidence" was given as a reason for participation ten (10) times. One student said: "I thought it would be a fun and challenging experience." Another response received was: "Because I hoped to get more experience of different and new things for me." Various other less frequent reasons for deciding to take part in Outward Bound were also given. Some of these included, with the number of times given in parentheses, "to learn about myself,"(7), "to work with others,"(4), and "my parents made me go."(4).

The second question was: "Describe what you liked about the Outward Bound activities." In describing what it was they liked about the Outward Bound activities, students reported that they felt "it was challenging" on thirty-five (35) occasions. (See Table 17). This answer makes up 20% of the responses received for this question. One respondent described how: " They were challenging. They tested the confidence you had in yourself, and taught you how to rely on yourself." Another frequent response was that "it was fun," with twenty-four (24) students listing it as something they liked about their activities. One participant went a little further by saying: "They (the activities), were fun, and the best part about it is that we all worked together as a team." Also listed twenty-four (24) times was "the ropes course." This was illustrated in the response: "I really loved the challenge of the ropes course." Both of these preceding responses each constituted 14% of the total responses received. A generic statement listing "other activities" as something that was liked occurred eleven (11) times. Examples of some other things listed though less frequently as being part of the Outward Bound activities that were liked are, again with how often they were listed in parentheses, "repelling,"(8), "gaining new experience,"(8), "rock climbing,"(7), "the sense of achievement,"(7), and "everything"(6).

The third question was: "Describe what you disliked about the Outward Bound activities you took part in." When asked to describe what it was they disliked about their Outward Bound activities, there were several popular responses. The most frequently given response was "hiking," being mentioned twenty-nine (29) times. (See Table 18). One student's response was: "The long distance hiking, and the backpacks from hell!" Close behind this, being mentioned twenty-seven (27) times, was the "hardship of living outdoors." One answer received was: "They were hard and tiring." A total of 15% of all responses received said reported that there was "nothing" that they disliked about the activities. Both the "food," and "dealing with other people in their group" were mentioned seventeen (17) times in answering this question. "Food was gross" was one student's response to this question. "Other activities,"(8), and "being made to do activities"(5), were also both mentioned as being aspects of the activities that were disliked. One answer received was: "I didn't like being made to do the activities." Another answer received was: "Some of it was stupid, and had things I would rather not do."

The fourth question asked was: "In your opinion, what is the purpose of the Outward Bound program?" When asked what they thought the purpose of Outward bound was, 22% of the students responded "to help you learn about yourself." (See Table 19). This is illustrated by the student response: "To help you find the real you!" Mentioned twenty-five (25) times was the notion of trying "to improve your self-confidence." Very close behind this was "to challenge you," constituting 18% of the responses received. Another popular response to this question was "to teach you how to work with others," which occurred twenty-one (21) times. One student said, "The purpose of Outward Bound was to try to understand yourself and find qualities about yourself you never knew you had." Another said: "To build yourself inside and out." Yet another said: "To strive and

expand your comfort zone." Other purposes for Outward Bound that were proposed included, "to teach you about the outdoors,"(9), and "to help you in everyday life,"(8). One student felt that the purpose of Outward Bound was: "To get you ready for the real world."

The fifth question asked was: "Are you glad that you went on the Outward Bound program? Why?" When asked if they were glad that they had gone on the Outward Bound program, one hundred fifteen (115), or 85%, said that they were. (See Table 20). Fourteen (14), or 10%, of the students said that they were not glad they had gone. Six (6), or 5%, of the questionnaires were returned blank, with no response to this question. Of those students who said that they were glad that they had taken part in the Outward Bound program, thirty-one (31), or 23%, mentioned that "it was fun." As many as 20% of the positive responses received cited "learning a lot" as a reason for being glad that they took part in Outward Bound. For example: "Yes, because it helped me learn that I can do anything I want to if I put my mind to it." Another response was: "Yes! It taught me so much I can't even begin to explain. I'm stronger in every way." Twenty-six (26) times, students listed that they had "learned more about themselves," and eighteen (18) times they listed the fact that they had "enjoyed the challenge." On eleven (11) occasions, students reported that "it made me feel good about myself." On seven (7) occasions students mentioned that "they got away from school or home," and four (4) times they listed "meeting new people" as a positive memory. Not everyone was glad that they had taken part in Outward Bound. One student responded: "No, I hated it. I didn't learn a thing." Of those students who reported not being glad that they participated in Outward Bound, six (6) times they mentioned having "a bad experience," and four (4) times they listed "the hardship of living outdoors" as contributing factors to their not being glad that they took part in Outward Bound.

Methodology

Results for this study were obtained using the following methods. Firstly, a group of eighty-five (85) ninth grade students who had graduated from the middle school in question were surveyed with regard to the experiences they had had one year earlier as participants in Outward Bound (questionnaire # 1). The five segment questionnaire used to gather this information was designed, and administered, by the guidance department from the middle school. Questions asked were as follows:

1 Do you think that your Outward Bound course helped you become a more positive, contributing member of a group? (Table # 1)

2 Do you think you are capable of accomplishing more challenging tasks since your Outward Bound course? (Table # 2)

3 Did your experience with Outward Bound prepare you for the ninth grade in high school? (Table # 3)

4 Do you think that you have more confidence in yourself since your Outward Bound course? (Table # 4)

5 Do you recommend that an Outward Bound course be offered to all eighth graders? (Table # 5)

Students were given various options to choose from when answering these questions. The frequency with which a particular answer was chosen as a response was recorded. Results obtained were then analyzed by this author, and

reported in tabular form listing the frequency of a particular response. In addition, simple percentage calculations were employed to help illustrate the differences that existed between how often particular responses to specific questions were selected.

Secondly, this author formulated his own, ten statement, questionnaire which was designed to attempt to obtain some insight into the thoughts, emotions, and experiences of a group of one hundred thirty-five eighth grade students who participated in Outward Bound for one week in May of 1993 (questionnaire # 2). These statements were derived from discussions between the author and his peers in education, in an attempt to generate questions that would be of significance to this topic. The ten statements that are presented in questionnaire # 2 were all thought to be of some value in the search for information to illustrate the effect that a week's participation in Outward Bound had on this particular group of middle school students. Students were given the following options for responses to the ten statements, and were asked to choose the response that best suited their feelings with regard to that particular statement:

Strongly agree Agree Undecided Disagree Strongly disagree

Responses were again tabulated, measuring the frequency with which a particular response occurred (Tables # 6 - 15). Once again, simple percentage calculations were also used to help illustrate the respondents' experiences in Outward Bound.

The third area of data that was collected was identified by this author as being an area where the quality of experience that participants in Outward

Bound could perhaps be delved a little deeper into. Five, open-ended questions were posed by this author, with answers being exposed to a content analysis process designed to provide greater insight into Outward Bound participants' experiences (questionnaire # 3). Once again frequency of responses was a major component of this study. Percentage calculations were also used in an attempt to provide a clear picture of which responses were ultimately more popular, and thus more meaningful to participants (Tables # 16 - 20).

Discussion

There appears to be very little debate over whether or not Outward Bound provides a unique experience for it's participants. Existing research suggests pretty emphatically that the vast majority of people who choose to participate in Outward Bound type activities derive some form of pleasure from doing so. The purpose of this study was to determine the effect of such activities on a group of eighth grade students who had not previously been on an Outward Bound course. The following is a discussion of the information obtained.

A year after they had taken part in Outward Bound, the group of middle school alumni, who were now in the ninth grade, all had very positive reactions to questions regarding their experiences. This is reflected by the fact that approximately ninety-eight percent, (98%), felt that the Outward Bound course had helped them become a more positive, contributing member of a group. (Table # 1). Similarly, more than eighty-eight percent, (88.2%), were sure that they were now more capable of accomplishing more challenging tasks. (Table # 2). Without giving examples of how Outward Bound had helped prepare them for the ninth grade, over ninety-one percent, (91.8%), felt that it had. (Table # 3). Throughout the review of literature, increase in self-confidence was often cited as a major benefit that students might receive from participation in Outward Bound. According to this group of young people, this is in fact, very true, with over ninety-seven percent, (97.5%), believing that they had more confidence in themselves since taking part in Outward Bound. (Table # 4). When asked a fairly generic question regarding whether they felt that all eighth grade students should be offered the opportunity to participate in Outward Bound, over ninety percent, (90.5%), responded yes. (Table # 5). Judging by the responses received from this group of eighty-five Outward Bound alumni, a very positive experience was had

by the vast majority of those who participated. It would therefore appear that this group of young people definitely benefited from their experiences in many ways, just as Outward Bound philosophy suggested they might.

When we take a closer look at the responses received from the group of one hundred thirty-five students who had more recently participated in the Outward Bound program, a similarly positive experience would appear to have been had. Self-confidence was improved, with eighty percent, (80%), believing that Outward Bound had a positive effect in this area. (Table # 6). Once again, eighty percent, (80%), felt that they were now better able to work with others. (Table # 7). On the subject of one's own perception of how important their input was to the group, approximately two-thirds, or 66%, felt that their opinions were important. (Table # 8). If we were to consider one of the important objectives of Outward Bound, that of increasing self-awareness, then this group of young people are testament to it's success. Seventy-eight percent, (78%), felt that, to some extent, Outward Bound had helped them become more aware of how others saw them. (Table # 9). It is probably likely that a considerable number of these young people were unaware of what it was exactly that they were going to be doing on this course. This is reflected in the fact that fifty-eight percent, (58%), of the participants had felt nervous or uncomfortable in being required to complete the activities. (Table # 10). Obtaining that sense of achievement, knowing that you had stretched a little further, or completing a task that might have previously been thought too difficult: these are all major components of the Outward Bound process. Again, an overwhelming eighty percent, (80%), of the students in this group experienced these type of feelings. (Table # 11). This group of most recent Outward Bound graduates was asked the same question that the group of now ninth graders were asked, with regard to whether they felt that all eighth grade students should be offered the chance to take part in Outward

Bound. Once again, we can determine that a very positive experience was had by a large proportion of the group. Eighty-four percent, (84%), felt that all eighth graders should be offered the opportunity to participate in Outward Bound. (Table # 13). In response to the claim of Mr. Pete Luellen, Director of The North Carolina Outward Bound School, that Outward Bound is "the adventure that lasts a lifetime," seventy-five percent, (75%), of the participants did indeed believe that things that they had learned during the Outward Bound program would help them in their everyday life. (Table # 14). Just like their predecessors, this group of eighth graders felt that their ability to complete more challenging tasks was significantly improved due to their having taken part in Outward Bound. Seventy-eight percent, (78%), felt that this was accurate. (Table # 15).

All of these responses are indicative of the majority of participants having had a thoroughly positive experience as an Outward Bound participant. However, it is also clear that Outward Bound is not necessarily "right" for everyone. Even though a relatively small percentage of the whole group, quite a few individuals did not share in their peers' positive reaction to the Outward Bound experience. For example, ten percent, (10%), of the group of students that had most recently participated in Outward Bound responded that they felt that Outward Bound experiences would help them in their everyday lives. (Table # 14). Nine percent, (9%) of those surveyed felt that their experiences would not help them be more aware of how others saw them. (Table # 9). Eight percent, (8%), felt that their activities were of no help in improving one's abilities to work with others, (Table # 7), and eight percent, (8%), denied that taking part in Outward Bound helped them have more confidence in themselves. (Table # 6).

The method of data collection used in this study is very much centered around delving into the emotions, thoughts, feelings, and experiences of those who participated in the Outward Bound program. It is interesting to note that

even though the majority of responses from students who had most recently completed the course were positive, that group of students who had completed the course a year earlier were even more positive. This might suggest that having had some time to reflect on their experiences, and having had a whole year of maturation, they were more able to relate their Outward Bound experiences to what goes on in their everyday lives.

From the data collected, it would appear that, not only does Outward Bound provide that "positive and memorable" experience for it's participants, but also that it does indeed attain some of it's intended objectives such as, for example, instilling self-confidence, increasing self-awareness, increasing cooperative skills, and, in general, educating the more whole, rounded, and complete person. In answer to the middle school's guidance and counseling department question of just what it was that their students obtained from a week's participation in Outward Bound, it is perhaps fair to surmise from the data collected that, the vast majority of students did indeed feel that they had a positive and rewarding experience as a participant in Outward Bound. The nature of the information collected provides us with a very clear picture of how the students perceive the effects of participation. We can categorically say that "Those students who participate in this Outward Bound program felt that they derived significant benefit from doing so."

This study has illustrated that the vast majority of this particular group of middle school students who participated in the Outward Bound course had a positive, memorable, and fulfilling experience. Outward Bound activities are not everyone's "cup of tea" though, and there were some exceptions to this statement. For those students who did not thrive in the Outward Bound setting, how else can the desired skills be nurtured? Further research might be able to suggest an alternative to the "ropes and rocks" activities that undoubtedly "turn

off" some people. The next question that one might ask is: "How can we scientifically determine what exactly these effects are?" Possible future research might include an observor actually participating in the Outward Bound process, providing a more educated perspective of what exactly the student participants experienced. Without the undertaking of a major scientific examination designed to determine to exactly to what extent self-confidence, self-awareness, compassion, and cooperativeness were, we cannot accurately report if indeed significant changes in the characteristics occurred. This research might employ standard measuring devices such as "The Coopersmith Inventory of Self-esteem," "The Tennessee Self-Concept Scale," or any other measuring tool determined to be applicable.

However, if we were to take a look at the overall, generalized statement of intention: "to educate the whole person" outside of the traditional classroom setting, that originated with Kurt Hahn and has evolved through the years, then yes: Outward Bound for this group of eighth graders would appear to have been a very worthwhile experience indeed.

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Table # 1

Student responses to the question:

"Do you think that your Outward Bound course helped you to become a more positive, contributing member of a group?"

Response	Frequency	%
Never	0	0.0
Sometimes	17	20.0
Frequently	37	43.5
Always	29	34.1
Blank	2	2.4

n = 85

Table # 2

Student responses to the question:

"Do you think that you are capable of accomplishing more challenging tasks since your Outward Bound course?"

Response	Frequency	%
No	1	1.1
Cannot tell a difference	6	7.0
For sure	75	88.2
Blank	3	3.5

n = 85

Table # 3

Student responses to the question:

"Did your experience with Outward Bound prepare you for the ninth grade in High School?"

Response	Frequency	%
Not at all	7	8.2
Somewhat	62	72.9
Yes	11	12.9
Blank	5	5.8

n = 85

Table # 4

Student responses to the question:

"Do you think you have more confidence in yourself since your Outward Bound experience?"

Response	Frequency	%
No	1	1.1
Some	17	20.0
Quite a lot more	22	25.8
Definitely yes	44	51.7
Blank	1	1.1

n = 85

Table # 5

Student responses to the question:

"Do you recommend that an Outward Bound course be offered to all eighth graders?"

Response	Frequency	%
No	4	4.7
Yes	77	90.5
Blank	4	4.7

n = 85

Table # 6

Taking part in the Outward Bound program helped me have more confidence in myself.

Response	Frequency	%
Strongly agree	38	28
Agree	70	52
Undecided	12	9
Disagree	10	7
Strongly disagree	2	1
Blank	3	2

n = 135

Table # 7

The activities that I took part in helped improve my ability to work with others.

Response	Frequency	%
Strongly agree	29	21
Agree	80	59
Undecided	12	9
Disagree	7	5
Strongly disagree	4	3
Blank	3	2

n = 135

Table # 8

When decisions had to be made, my opinions were important to the other members of my group.

Response	Frequency	%
Strongly agree	22	16
Agree	69	51
Undecided	28	20
Disagree	8	6
Strongly disagree	4	3
Blank	4	3

n = 135

Table # 9

The Outward Bound program helps young people become more aware of how others see them.

Response	Frequency	%
Strongly agree	24	18
Agree	79	59
Undecided	17	13
Disagree	8	6
Strongly disagree	4	3
Blank	3	2

n = 135

Table # 10

Having to do some of the activities made me feel nervous or uncomfortable.

Response	Frequency	%
Strongly agree	28	21
Agree	50	37
Undecided	23	17
Disagree	24	18
Strongly disagree	7	5
Blank	3	2

n = 135

Table # 11

I felt a sense of achievement for having completed the Outward Bound program.

Response	Frequency	%
Strongly agree	52	39
Agree	56	41
Undecided	16	12
Disagree	2	1
Strongly disagree	4	3
Blank	5	4

n = 135

Table # 12

I feel that taking part in the Outward Bound program was of no use to me at all.

Response	Frequency	%
Strongly agree	11	8
Agree	16	12
Undecided	13	10
Disagree	34	25
Strongly disagree	57	42
Blank	4	3

n = 135

Table # 13

Every eighth grader should be offered the chance to take part in the Outward Bound program.

Response	Frequency	%
Strongly agree	66	49
Agree	47	35
Undecided	9	7
Disagree	5	4
Strongly disagree	5	4
Blank	3	2

n = 135

Table # 14

Things that I learned during the Outward Bound program will help me in my everyday life.

Response	Frequency	%
Strongly agree	27	20
Agree	74	55
Undecided	18	13
Disagree	9	7
Strongly disagree	4	3
Blank	3	2

n = 135

Table # 15

I am capable of accomplishing challenging tasks since completing the Outward Bound program.

Response	Frequency	%
Strongly agree	34	25
Agree	71	53
Undecided	16	12
Disagree	7	5
Strongly disagree	2	1
Blank	5	4

n = 135

Table # 16

Why did you decide to take part in the Outward Bound program?

Response	Frequency	%
Thought it would be fun	44	33
Thought it would be a good experience	17	13
To get out of school/get away	17	13
Love of the outdoors	17	12
Curiosity	12	9
To challenge myself	11	8
To improve my self-confidence	10	7
Blank	8	6
To learn about myself	7	5
To work with others	4	3
My parents made me go	4	3
Other	7	5

Table # 17

Describe what you liked about the Outward Bound activities.

Response	Frequency	%
It was challenging	35	26
It was fun	24	18
The ropes course	24	18
Working with others in my group	22	16
Other activities	11	8
Blank	9	7
Repelling	8	6
Gained new experience	8	6
Rock climbing	7	5
The sense of achievement	7	5
Everything	6	4
Other	13	10

Table # 18

Describe what you disliked about the Outward Bound activities you took part in.

Response	Frequency	%
Hiking	29	21
Hardship/living outdoors	27	20
Nothing	21	16
Dealing with other people in my group	17	13
Food	17	13
Other activities	8	6
Being made to do activities	5	4
Other	17	13

Table # 19

In your opinion, what is the purpose of the Outward Bound program?

Response	Frequency	%
To help you learn about yourself	29	21
To improve your self-confidence	25	19
To challenge you	24	18
To teach you how to work with others	21	16
Blank	10	7
To teach you about the outdoors	9	6
To help you in everyday life	8	6
Other	8	6

Table # 20

Are you glad that you went on the Outward Bound program?

Response	Frequency	%
Yes	115	85
No	14	10
Blank	6	5

n = 135

Why?

Response	Frequency	%
Yes - It was fun	31	23
Yes - I learned a lot	29	21
Yes - I learned more about myself	26	19
Yes - I enjoyed the challenge	18	13
Yes - It made me feel good about myself	11	8
Yes - I got away from school/home	7	5
Yes - I met new people	4	3
Yes - Blank/Other	8	6
No - It was a bad experience	6	4
No - The hardship of living outdoors	4	3
No - Blank/Other	4	3

Questionnaire # 1

Please answer the following questions in a thoughtful and honest manner. Circle the most appropriate description of your opinion.

1 Do you think that your Outward Bound course helped you become a more positive, contributing member of a group?

Never Sometimes Frequently Always

2 Do you think you are capable of accomplishing more challenging tasks since your Outward Bound course?

No Cannot tell a difference For sure

3 Did your experience with Outward Bound prepare you for the ninth grade in high school?

Not at all Somewhat Yes

4 Do you think that you have more confidence in yourself since your Outward Bound course?

No Some Quite a lot more Definitely yes

5 Do you recommend that an Outward Bound course be offered to all eighth graders?

No Yes

Questionnaire # 2
Read each statement and circle the response that best suits your opinion.

1. Taking part in the Outward Bound program helped me to have more confidence in myself.

Strongly disagree Disagree Undecided Agree Strongly agree

2. The activities that I took part in helped improve my ability to work with others.

Strongly disagree Disagree Undecided Agree Strongly agree

3. When decisions had to be made, my opinions were important to the other members of my group.

Strongly disagree Disagree Undecided Agree Strongly agree

4. The Outward Bound program helps young people become more aware of how others see them.

Strongly disagree Disagree Undecided Agree Strongly agree

5. Having to do some of the activities made me feel nervous or uncomfortable.

Strongly disagree Disagree Undecided Agree Strongly agree

6. I felt a sense of achievement for having completed the Outward Bound program.

Strongly disagree Disagree Undecided Agree Strongly agree

7. I feel that taking part in the Outward Bound program was of no use to me at all.

Strongly disagree Disagree Undecided Agree Strongly agree

8. Every eighth grader should be offered the chance to take part in the Outward Bound program.

Strongly disagree Disagree Undecided Agree Strongly agree

9. Things that I learned during the Outward Bound program will help me in everyday life.

Strongly disagree Disagree Undecided Agree Strongly agree

10. I am capable of accomplishing challenging tasks since completing the Outward Bound program.

Strongly disagree Disagree Undecided Agree Strongly agree

Questionnaire # 3

In the spaces provided, answer the following questions thoughtfully and honestly.

1. Why did you decide to take part in the Outward Bound program?

2. Describe what you liked about the Outward Bound activities.

3. Describe what you disliked about the Outward Bound activities you took part in.

4. In your opinion, what is the purpose of the Outward Bound program?

5. Are you glad that you went on the Outward Bound program?

   Why?